

# Adult & Community Education Newsletter



*Heidi Renata, co-founder and CEO of Dunedin-based INNOV8HQ, see article page 5.*

## Central Plateau REAP's Rangatahi and Whānau Programme

About twelve years ago Brian Griffin from Central Plateau REAP started mentoring the men whose partners and babies were being supported by Oranga Tamariki's Family Start programme. So successful was the service that after a few years other agencies, such as Police and Probation began asking REAP to provide their clients with support – and as the community learned about the programme self-referrals also grew.

Today the REAP's Rangatahi and Whānau Programme has three parts:

male mentoring – inspiring men to think differently; a rangatahi programme for 10–15-year-olds to help them re-engage with education and training; and a Transition to Adulthood Programme for 17–25-year-olds who are leaving care and youth justice and need support so they can thrive as healthy, independent young adults.

The mentors supporting the men or rangatahi engaged in the first two programmes nearly always work with the whole whānau, and that includes responding

to those needing support on public holidays when other agencies are closed.

All of the programmes involve taking the men, the rangatahi (some of whom are girls or young women) and the whānau to wānanga in the natural world – where they feel comfortable, where they can open up and learn, where they can connect to tikanga and whakapapa.

The Rangatahi and Whānau Programme is open to everybody. It just so happens, says Brian, that Māori are the main ones in



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Quotation

*Tawhiti rawa tōu  
haerenga ake te kore  
haere tonu.*

*We have come too far  
not to go further.  
We have done too much  
not to do more.*

~ Sir James Henare



## *For many the wānanga are the turning point.*

their community who are seeking help and they do make up about 90 percent of those on the programme.

The only group that has classroom learning are tamariki and the rangatahi under 16, who are enrolled with Te Aho o Te Kura Pounamu, the Correspondence School, and learn with the support of a qualified teacher. Many of these children have not been attending school, so they can be helped to restart their learning at the point they left off, or, if school is not for them, they get the literacy and basic life skills they need before they are helped into employment or training.

Everyone starts with one-on-one sessions with their mentor.

"We talk about a lot of stuff, says Brian. Things that have happened in their lives. Things that upset them, that gets them into a space where they bottle things up. We work through this stuff and get it out into the open.

"We build up a relationship, usually through kai. We take them to MacDonalds or a café, getting them into a comfortable space where they can talk.

"Most of them are living day by day. They may have no goal or plan for their life. We try and help them with that, helping them see this is where they could go, what they could be. We break the goals down into smaller goals, so we can celebrate success.

"We've helped a few rangatahi get into the army by sending them to Limited Service Volunteers in Christchurch, where

they get a six week life skills programme and learn how to conduct themselves in a job interview, and do a cv. When they come back, we help them into work.

"A lot want to be builders or engineers. We can help them see that they can actually do it.

"Most of them have no idea how to manage their money, so we help them with that, and we try and get them into good habits like getting up in the morning and going for a run. Or if they have to go to an interview, getting them into a suit. They have an amazing reaction, when you put a young man into a suit. It really can be big for the boys.

"The really easy ones to work with are the self-referred. About a quarter are self-referred. They want help. But our overall success rate is about 70 percent. We take reaching the first small goals as success. We have to treasure small gains. We keep working with them on the next small goal.

"For many the wānanga are the turning point. We challenge the older ones to step up and be a leader and take younger ones under their wing. We get them into pairs to work together. A lot of them have never done anything like fishing before – or been into the bush. Never put a hāngī down. We encourage the rangatahi to talk with their grandparents and learn more about their culture.

"Working with the whole whānau means that we can sit down together and work

things out so they can work together as a family. We take them under our wing and mentor the whole lot. They learn to plan and set goals individually and together.

“It’s great too when we can help them celebrate things like birthdays and organise big parties. Helping them do things they have missed out on.”

Last year Harriet Shaw-Puha was appointed Rangatahi and Whānau Coordinator. She works part time, providing compliance oversight for the busy mentors, identifying gaps and supporting safe practice. This position provides her with an overview of the whole programme:

“Our mentors are all working with high risk rangatahi and whānau and so I think our biggest achievement is engagement. Other services generally have not been able to engage with them.

“Outcomes are sometimes difficult to measure but for the rangatahi our main one is no more police involvement. And that’s the feedback we get from the Police themselves and Oranga Tamariki.

“And it does all come back to our whole whānau approach. If you try and work individually it is hard for rangatahi, and the men, to move forward with their goals. They need to be supportive of each other and see that there is a different way of living. That there is hope out there.

“Certainly the wānanga is an important connection point, connecting them to whakapapa and finding a more positive side to their family, rather than all the negatives. It is transformational, and they put a lot of work into it.”

Roana Bennet, who is the REAP’s General Manger, says that there are plans to get a separate space as soon as possible: “A new venue established specifically for rangatahi would enable rangatahi to flourish in both their learning and their well-being. We are actively seeking partners to help us achieve this goal.”



## Brown Pride: helping young men to achieve their dreams through fitness, the arts and the community

*“In a nutshell; we’re just three ordinary Samoan dudes from South Auckland. No flash qualifications or thick wallets, just three young men on a mission to better our people. We pretty much grew up together and now we’re more like brothers. We had this phase where we were sick of just working weekdays then just wasting it on the weekend and repeating the cycle over and over again, so we thought, why don’t we start something we can call our own ... fast forward five years later and God blessed us with Brown Pride. We’re only getting started but we got big ambitions and plans ahead of us. All your support is truly appreciated!”*

That’s the introductory paragraph on the Brown Pride website. It was written by their Director, Johnny Timu.

The other two in the original team are Tino Mafoe, the Operations Manager, and Peter Faalili the Finance Manager. Together they established Brown Pride just two years ago. Their goal was to empower young people through fitness, the arts and the community.

Today Brown Pride has a team of six and a sustainable source of income to pay their staff and support some of their programmes. They also have a commitment to getting youth involved in helping their community.

The first idea that the three came up with was a boot-camp weight loss challenge. It was so successful that the next step was to get their own premises where they now run a gym, a barbershop, a music studio, gaming nights, dance classes, and programmes which include pre-employment, mental health and Samoan history lessons.

The gym and the barber shop are the business arm. The hundreds of adults who use the gym pay a membership fee; and the barbershop, Fobcuts, has four staff providing haircuts for men from Wednesday to Saturday. From Sunday to Tuesday there are hairdressers providing services to women.

For young people the gym is free, and there are 30–40 of them in there every week. It’s where the admin team meet and get to know young people and what’s going on in their lives.

Two issues stand out: dropping out of school and mental health. They have now set up programmes to address both.



*By the end of the course I felt inspired. I know now that I have the potential to do more.*

"We found that many of the young people had dropped out of school and were not working," says Johnny. "So when Auckland City Council and MSD reached out to us to back us to run a course, we were keen to help these young people to get back on their feet. As all the tutors were men, we agreed it would just be for males, although we do have many young women using the gym."

The first 10-week course was run earlier this year. The programme included: getting driver and forklift licences, financial literacy, First Aid Certificates, IT skills, cv and interview skills and Pasifika culture.

During each week participants had two days work experience, two days in class and one day where they visited a small business run by Pasifika entrepreneurs.

As the programme proceeded many of the participants were inspired by the stories they heard and decided that they too wanted to set up on their own instead of looking for work elsewhere. So Peter and Johnny provided information about the legal and taxation requirements of running a small business and gave them some practice in how to pitch their ideas.

Of the 15 who started the programme, 12 finished. All of them have either got a job or started their own business. Four have enrolled in polytechnic courses.

Not surprisingly the funders are keen to run another programme which will start soon – with a slightly shorter format.

We spoke with three of the participants in the programme who are now on the road to success with their chosen careers.

Patrick Alesana's passion is dance. He is 23 years old, has NCEA level 3, now works part time at The Warehouse – and runs dance classes at the gym. The course has given him the skills and determination to make dance a career.

"It was good to be part of a group as you could bounce ideas off each other. I learned how to think outside of the box and how to plan. And I learned time management. The course gave me more confidence. It is good to be in that space.

"When we went and visited other Pacific businesses, I learned that to get what you want you have to work hard at it and it takes a

long time. We talked with them about their journeys and found that everyone had had to work hard at it. That was good learning for all of the boys. By the end of the course I felt inspired. I know now that I have the potential to do more. And I'm definitely more focussed."

Isaac Faitau, another of the young men on the course, is now setting up as a personal trainer: He's enrolled in a level 4 PT Certificate at MIT and is writing his own six-week boxing training programme: "I've already got 10 clients – six this week! "

The team also builds confidence and success through their music studio which, after several years of development now has its own label. It's called 216 Records and has released 20 mixed tapes and a few singles. [You can listen to 30–40 songs, all written and performed by South Auckland youth, on the music streaming channel at <https://www.youtube.com/channel/UCO4-yN1ue7rbIlg3HcrMcAsA>.]

Dansoma Leuta is a talented 18-year-old has been able to build his skills in writing and recording. After taking part in the Young Kings course he too now sees opportunities for a career ahead of him. He says that the programme has given him some of the skills and confidence to pursue his dreams.

Brown Pride's collaborative approach is also allowing them to deliver their mental health programme.

Wesley Faleolo from Love Somebody, a suicide prevention NGO, has been running a 10-week programme at Brown Pride's gym every Friday night. This too is ongoing. Twenty came to the last course where they learned resilience and ways to help them deal with the problems they go through.

All these initiatives designed to support the individual sit within a Pasifika framework of service.

"In our culture service is one of the pillars we stand on," says Johnny. "It is big for us." So they have a Brown Army of young people who regularly support the homeless with food, toiletries, and clothes. Some things are donated, other items are bought with profits from the gym.

When Johnny, Tino and Peter set up the gym they said they had big plans. In just 24 months they are running out of space. They are now looking out for bigger premises.



## Getting on the right pathway using the Mana Rangatahi *Ko Wai Au? Who am I?* Framework

The Mana Rangatahi programme has been developed by Heidi Renata, co-founder and CEO of Dunedin-based INNOV8HQ.

After two years, even with the challenge of Covid, there is now a waka of over 150 18–24-year-olds who have used the framework to find their pathway. They may have decided to become their own boss and set up a business, or upskill and enrol in further education, or get a job. Many become a youth leader or ambassador, which means they go and speak, host at events, at places like Youth Leadership, University and council meetings.

The course is based on a Mātauranga Māori framework called *Ko Wai Au? Who am I?*

The free programme is open to anybody. Records show that to date Māori make up 50% of participants, Pakeha 30%; Pasifika 10%; and Asian 5%. In terms of gender, about 40% of participants have been male, 40% female and 20% have been from the rainbow community.

It can be done either as a full-time two-weeks course or part-time over 12 weeks. It is also available online. In each case the rangatahi come into a safe environment where they identify and co-design their personal brand/identity.

The programme includes real workplace

and business experiences, visiting community projects and attending events with peers and intergenerational leaders doing inspiring mahi.

Mana Rangatahi works in collaboration with a local Dunedin NGO, the Transition to Work Trust, which helps to extend their reach to youth throughout the Otago region.

Heidi Renata describes how her programme is fast growing into a movement that is changing mindsets:

“It is a journey of self-discovery, identifying the values that are important to you so you can build your own personal brand and navigate your way onto your pathway. It’s about building resilience.

“Around 45 percent off the participants decide that they want to start their own business. We are in a unique time. It seems that there is currently a bit of romance about being your own boss, but also many rangatahi want to have an impact on society and help the planet. They want to set up social enterprises and services like repurposing clothes and reducing waste. They want to do their own little bit.

“If they decide they want to go into employment, the process helps them align their values with a prospective employer.

“When we started the programme, in 2019 in collaboration with the Ministry of

Youth Development and Startup Dunedin, the focus was on NEETS (I don’t like that word!), but now, with Covid and an increasing awareness of the climate crisis, there is a change in how young people see themselves in this world.

“Covid has changed lives. There are now many rangatahi not attending school and dropping out of university. There are big challenges for youth – and many have lost interest in education or find themselves in the wrong job. Our youth need greater support to navigate in this dynamic new and changing world.

“What I try and get them to do is think more dynamically about seeing themselves in this world, so we work as a team on problem solving and using critical thinking: Changing their mindset.

“They co-design their pathways. Before they were thinking as individuals. But through whakawhanaungatanga and working as a team, it lifts their confidence and reinforces the power of being able to contribute to peer success. The team cohesion is always incredible.

“Critical thinking, teaching them how to look at a situation or a business idea and work out what’s motivating them, is important. They need to work out how much sacrifice they are prepared to make and



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learn strategies to stay in the game. Running your own business can be hard. We find that if they have strong values from day one it keeps them on track. It provides them with a moral compass.

“They never technically leave us. They build a network for life, and we continue to support their pathways. When they graduate, they become our alumni and most stay in contact. We give them references, and guidance now and then. They become part of the whānau.

“An integral part of the programme is based on using a tuakana-teina model, with graduates from the previous year coming back to support the ones coming through. We find that all of our graduates want to do this. It’s beautiful how it comes to life. They want to help each other all of the time. The young ones love it because it is not just listening to 40 something-year-olds all the time, but someone their own age.

“The tuakana-teina model also supports our leadership development programme where our rangatahi get together to co-design a community event, Journeys of Influence, where they meet peers and intergenerational leaders doing inspiring mahi.

“We also teach them strategies which support their health and wellbeing. We collaborate with a group of neuroscientists in Tairāwhiti who have provided us with our wonderful Awhi App that participants can use to monitor their mental health. This means that we can give them strategies to cope with life when things are not going so well. We can also see how their confidence levels lift throughout the programme. That happens for everyone.”

Today INNOV8HQ is well supported by the Otago Foundation, and there is a growing demand for Heidi and her team to introduce *Ko Wai Au? Who am I?* into other organisations, not just locally, but as far away as Auckland. And if they had the capacity, Heidi says, they would like to develop a similar programme for other age groups.

The Mana Rangatahi programme isn’t the only education course that INNOV8HQ provides. Their Mana Whānau programme helps parents provide the leadership that rangatahi often crave. Again the focus of the course is on helping adults ‘re-establish their identity, uniqueness and superpowers as a team, group.’

## **Ben Sommerville** – **Mana Rangatahi** **facilitator**



I finished a Commerce Degree at Otago, not knowing what I wanted to do. Heidi was at the university and said I should come onto the pilot Mana Rangatahi programme. That was in 2019. I am so fortunate to have had this opportunity. I am now kaiāwhina at the Business School.

The Ko Wai Au framework is about finding out who you are. It gives you an understanding of yourself, so you are able to look at things with growth in mind. Self-knowledge is power. It brings good things into your life.

We look at our history, our whakapapa: what are things passed down to us that make us who we are. The values you hold. Whakapapa is a living breathing thing.

Now in my role as a facilitator I enjoy sharing my story and ideas. We are all leaders in different spaces. It is very important to be able to switch between teaching and learning – following the ako and tuakana-teina model that is integral to what we do.

If we don’t know what our values are we don’t end up being as successful and resilient as we can be. The programme helps rangatahi come to see what a good pathway is for them. What it looks like. It gives them an opportunity to find their own true north.

Our rangatahi are so precious – they have amazing potential within them. It is about unlocking the door so their potential can be realised.

## **Georgia Cleaver** – **Kaitiaki and** **entrepreneur**



I think what was special about the programme is that we found out who we are, where we come from and what makes us tick. I found that I was driven to be a kaitiaki, a guardian.

That I have a particular passion for protecting the more vulnerable, whether that be young children, older people, animals – or the environment.

At the moment I have a couple of little businesses. Fast Fashion is a really big problem and I want to encourage people to shop more sustainably, so I find clothes, maybe at the dump, and either fix them up or up-cycle them.

I am also trying to set up a dementia technology company which produces GPS devices to locate dementia patients who might wander. It’s inspired by my tāua who has dementia, and who is cared for by my pōua and us at home.

The programme felt like a family, with people trying to see you as you are and helping you get to the place where you want to be.

Here is a photo of me in some thrifted gear.

# Re-establishing ACE at the Thames Community Centre: and supporting the community

In rural Aotearoa, being able to access ACE programmes is a bit of a lottery. If you live in one of the 13 regions that have a REAP you are very well provided for. But if you live in a small town like Thames, with no local REAP, you will probably have to rely on the energy and a commitment of a few people who are prepared to work hard at accessing small grants from organisations like COGS, lotteries and philanthropic trusts. It can be a precarious existence.

A number of years ago the Thames Community Centre did run ACE programmes but by the time the current part-time manager, Jeff Whitfield, arrived in 2018 there was little information about what they were or who funded them. A year before the centre had started a much-needed driver licence programme. It now delivers two outcomes: legal local drivers, driving safely and ready to get a job – and supported local NGOs.

Everything in the driver licence programme is free.

Learners are supported by volunteer mentors, and there's a donated Valley Toyota that can be used for practical lessons.

The Community Centre will pay for lessons, defensive driving courses and restricted and full licence test fees.

The condition – every learner must agree to

give 25 hours of work back to the community.

Jeff says that often people can't afford to get a licence, or they don't have access to a car or someone who can teach them:

"Getting a licence this way gives them more confidence and once they have their licence, they have more control over their lives.

"And our programme also helps them become involved in the community. We broker that. They can work in places like the community garden, the op-shop, the SPCA, or the music and drama schools. We go through an interview process because then we can find out about their strengths and their employment goals so we can get them into volunteer work that supports that. And of course they can tell us their preferences. Requiring them to volunteer in the community is a gift back to the community, but it can also support them.

"Once they've got the qualification they don't have to rely on others for transport and they can get a job. Some get their licence in the morning and get a job in the afternoon.

"The volunteers also benefit. They get new skills, meet new people and get more involved in the community."

Sixty percent of the learners come from schools, so the service helps to reduce the flow of young people driving illegally and prepares them for work. The remaining

40 percent of learners are adults in the community.

Since 2018 the Community Centre has had 150 drivers go through and about the same number of volunteers supporting them.

The learners have given more than 3000 hours to the community. Some have found new passions, like the person who volunteered at the local drama group.

The way most people learn about the programme is word of mouth. Jeff says that in a town of around 7000 that works: "But the centre also has a social media presence and lots of community connections. I identify key people in the community, and they connect with their sub-communities. The radio station also gives us a plug."

The centre employs only one staff member part-time at the moment but they would like to build its capacity to extend ACE provision and community building services.

"We think it's a sound model and we get good community outcomes," says Jeff "but we would like to build our funding base and grow the programme. Once we have some funding, we would have the time and scope to identify other needs. I know they are there. And there are plenty of very talented and knowledgeable people in the community, with a lot of expertise who would want to help."

## Pallavi Kochhar was able to get her driver licence through the Thames Community Centre Programme:

"A friend told me about it. I got my written test four years ago, but no one was willing to teach me. All my family are in India, and my friends were not patient enough, and I was not confident enough!

"My mentor, Hamish was really helpful. Always calm, even when I made mistakes. He made it easy. I knew him a little because he came into the bar where I work.

"My volunteering was at the op-shop. I enjoyed it there, meeting new people.

"I got my restricted licence in March this year, and now I have Residency too. That means I can work on getting into my planned career – in administration and management."

*Another new driver, Becs, and Pallavi with their mentor, Hamish.*



# Risingholme's Work Readiness for Women, in collaboration with Dress for Success Christchurch

Since the end of 2021 Risingholme, Christchurch's long established and TEC-funded ACE provider, has run three Work Readiness for Women Courses in collaboration with Dress for Success Christchurch. This is an international organisation which helps women become economically independent by providing clothes and skills for work readiness.

Lenore Wright is the Community Engagement Coordinator at Risingholme. She says they saw a need:

"We could see that there is an 'invisible' group of women in the community, such as stay-at-home mums or women who were under-employed, who are not represented in the routine employment statistics. We wanted to offer a programme for these women, and we were keen to partner with others.

"Then we found that there are two initiatives, one national and one local, both designed to increase women's participation in meaningful work."

The national initiative is ChristchurchNZ, which is the city's sustainable economic development and city profile agency. Recent research carried out by this local agency found that there are about 20,000 women in the region who are either unemployed or underemployed. With the current employment squeeze the agency wants to change that, so ChchNZ recently launched a Women in Work PowerUp campaign encouraging women to get work more suited to their skills and aspirations.

The national initiative is the Ministry of Women's Affairs Te Mahere Whai Mahi Wāhine Women's Employment Action Plan. The goal is to support all women in Aotearoa – particularly Māori and Pasifika and other marginalised women, to fulfil their potential by getting more skilled and higher paid employment.

The Work Readiness for Women courses are run for two hours a week, for five weeks.



*Just being in an environment with other women that are championing women can do wonders for your confidence.*

Findings from ChristchurchNZ's focus groups, found women prefer smaller groups for their career planning and learning, and not necessarily a one-on-one approach.

Ginny Rhodes is the Executive Manager at Dress for Success and for her the best thing about the Risingholme course was the collaborative approach.

"Collaboration is the key to everything for me, there's often just too much duplication and it is so exciting to work with a provider that we haven't worked with before and extend our reach to a group of women who perhaps can't access a careers adviser. By working together, we can have a bigger impact and reach more women.

"We sat down with Risingholme and worked out what we would include, starting with the confidence-building and goal-setting activities and then moving on to the tangible tools like writing a cv and doing and interview. Then – 'right I've got the confidence, I've set my goals, and have my plan, now where do I look for a job?'"

Some of the women who came on the courses were between jobs, some were not happy with their jobs, and some were not working.

An outline of what participants would learn was advertised, but when the group came together, they were able to change the programme to meet their specific needs.

Ginny says that in all of the courses

the shift in the women's confidence has been huge. "That's the biggest thing. The other thing is that they feel ready to enter the job market – a job market that might have changed a lot since they last looked for work.

"The other good outcome for the women on the course is that they are connected to Dress For Success. All of them keep their appointment during which they are provided with appropriate clothing for their interview as well as a further boost to their confidence. So they have the appropriate clothing for the next step forward."

In fact the Work Readiness for Women evaluations showed that many of the women were, within a short time, successful at getting interviews and proceeding with their plans.

Women want flexible and purposeful work that provides a sustainable income and allows them to support whānau to thrive and live to their full potential.

Both organisations plan to continue the collaborative programme which supports the focus of ChristchurchNZ's Power Up Your Career Campaign.

Risingholme continues to be responsive to the needs of the community, with career courses planned for beyond 2022.

"Just being in an environment with other women that are championing women can do wonders for your confidence."

# Auckland's Women's Entrepreneurship Centre: supporting 'an underutilised source of talent'

The Women's Entrepreneurship Centre was established by Dr Sangeeta Karmokar six years ago and although Covid claimed the best part of two years, the Centre has provided education workshops for over five years and supported over 90 start-ups.

The large majority of participants are migrants or former refugees, who are, as the Centre's website says, 'an underutilised source of talent.'

Women especially are under-represented in entrepreneurial roles, but as many women want to start up a family business with their husbands, men are welcome on the programmes too.

"Many migrants feel more comfortable running their own business rather than getting a job," says Sangeeta. "Back home many of us have come from a family business, small or big. Those who come here with a recognised qualification can get a job, but for those without this, getting a job can be difficult. And language may be a barrier. But if they have done cooking or a craft at home, that can be easy and a safe bet."

The Centre offers four programmes: Live your Dream, Digital Boost for SMEs, Co-Inspire and a new Business Planning course for MSD clients.

Live Your Dream is the most popular course. It is run every second Saturday over 12 weeks – and there are usually two programmes in a year.

Sangeeta explains how the programme works.

"Participants may come along with an idea of what they want to do, in which case they are guided through an assessment and planning process, including market and customer validation, delivery options, (such as having a shop or providing products online – or both) and financial stability. If they are ready to establish their business, we help them with legal and taxation requirements.

"The course that was run in the first part of 2022 had 15 participants, eight of whom have started a small business.

"Some of these are very small, like a painting business, or we had a man who was studying at MIT to become an electrician, and he plans to set up his own business, so we helped him with that.

"If they don't know what they want to do, or if they have a few ideas, but they don't know which one is best we help them identify the most viable.

"At the end of the course everyone has developed skills in setting up and running a small business including financial planning. Some, if they haven't been able to settle on a business, come back when they have a clearer idea of what they want to do.

"The biggest shift we have seen recently is an increase in the number of people wanting to do our Digital Boost for SME's course. During the lockdowns many businesses struggled so there's been a huge growth in online businesses.

"Going online may be a way of getting orders, and we help people to transform their business to online. There are many Pakeha in this group. The course teaches online client management, payment and digital tools that will help them market their product. We had 25 apply for this course when we ran it in the first half of the year, but we had to cut that down to 20. We ran another in August. It's a free online training workshop series (eight sessions in total) for small businesses and

migrant start-ups to improve knowledge and use of digital technology, create confidence in digital literacy to manage personal information, and improve digital skills and creativity. We had many small business owners from diverse ethnicity who participated in these sessions.

"The Business Plan Coaching programme is in response to Work and Income's grant for clients wanting to start their own business. So far, we have had six people come through this programme. They all leave with a fully completed business plan and the confidence to start their business.

Co-Inspire, says Sangeeta, is more like a meet-up than a workshop: "Most of the participants are migrants who don't know the Auckland business landscape. We run an event every two months, and have people come and talk on different topics. It's a place where people can hear about successful entrepreneurs, network with like-minded people – and collaborate."

Collaboration is what Sangeeta thinks is needed – community wide.

"There's huge potential in the migrant community, but if we all joined forces together, we can make a huge difference. We don't need just more funding; we need more collaboration. Instead of competing for funding we could work together – ethnic organisations, local boards, social development organisations, professional development organisations. We need to join together.

***We don't need just more funding; we need more collaboration.***



"I will give you an example. When a woman suffers from domestic violence, instead of just sending her to a women's refuge, she could come to a place like our centre, where she would be helped to become independent. Many women stay in violent relationships because they are not independent. We can help them change that. But collaboration is not happening because people fear that they will lose their funding.

"Maybe we need to be asked, by funders, to create a collaborative coalition. A group working together."

The Women's Entrepreneurship Centre has two full-time and two part-time staff. Sangeeta is part time. Her other job is as a Professor at the Auckland Institute of Technology where she teaches creative technology and entrepreneurship.

# Whānau learning together at Hagley College: supporting refugee and migrant parents



Hagley Adult Literacy Centre (HALC) provides opportunities for learners to develop their literacy, numeracy, communication and computer skills, helping adults learn English, gain qualifications, find a job and participate in the community.

In their May report to TEC this year HALC noted that they had 59 former refugee learners and 245 migrant learners enrolled in their programmes.

Some of these adults have their children enrolled in Hagley's preschool.

In 2020 the preschool was funded by the Ministry of Education to run a Teacher-Led Innovation Project. It was during this time of reflection and learning that the Director and kaiako at the preschool became acutely aware of the challenges that whānau face when settling into Ōtautahi/Aotearoa.

"We held onto the idea," says Director Jocelyn Wright, "that one day we might find a way to facilitate a whānau-type parenting workshop."

The idea, it turned out, was also top of mind for both the Hagley Adult Literacy Centre and for the refugee and migrant community itself.

Jocelyn:

"A group of women from the Mixing Bowl, which is a voluntary group, that has some connection with Hagley as well as Christchurch Resettlement Services, came to see me. They had secured some funding and wanted to put it to good use. So we

came to an agreement. The preschool's kaiako would plan and facilitate a six-week parenting course, HALC would fund the kaiako release and the Mixing Bowl would attend to manaakitanga with food, information sharing, interpreters and a venue. We planned for a six-week course."

"Then Ministry of Education said they would provide some funding from their Reading Together Programme, so we extended it to a 10-week course held for two hours each week and it was agreed that the programme would be open to any adult students in college – of refugee and migrant background – who had young children not just Hagley pre-schoolers."

There were 17 participants in the past year's course. This year there are 15 and although the Mixing Bowl group was not available, ChCh Resettlement services continued to attend to manaakitanga.

Namrud Gebreab, who is both a homework centre coordinator and a support worker providing pastoral care for refugees and migrants at Hagley, was the interpreter for the Eritrean whānau. He says that the course filled an important knowledge gap:

"The new families don't know the systems here. A common issue for parents on the programme was what to feed their children. The diet is different, and they don't know about nutrition and what to feed their children in this country. They also don't know about reading together and how to

play with kids. The parenting here is quite different. Our parents are used to hovering around their children and doing everything for them. They are helicopter parents.

"At the session they were very open to listening. They wanted to adapt to the new culture. Most of our parents had limited education themselves. They are learning the big barrier – language. The programme is giving them the opportunity to learn how to be good parents in New Zealand.

"Some have come back for a second programme, and I have seen a huge change in them. They are now using play and much more interaction with their children. They are reading to them and telling stories. They are letting their children be more independent. As one mother said, she now lets her son carry his own bag and put it away. Before she felt it was her job. And their way of punishment has changed."

***Some have come back for a second programme, and I have seen a huge change in them.***

Jocelyn says that the parents of pre-schoolers learned a lot about language development.

"They are reading together more, using picture books to guess what comes next and to build children's vocabulary. We also talk about the difference between fiction and nonfiction – how to make reading fun, making reading a habit every night.

"New learning needs are being suggested by participants all the time. For example the parents have wanted to learn more about how to support their children learning at home, what to do about 'fussy' eaters, how they can support home languages, more on art and creativity, how to limit screen time, and basic first aid.

"There are real benefits for the parents when they get together and share experiences – and our teachers now have a much stronger relationship with whānau."

# Festival of Adult Learning *Ahurei Ākonga*

## *Never stop learning because life never stops teaching.*

After the restrictions imposed by the Covid-19 Virus and the disappointment of cancelled events over the past two years many regions have been ready to let their hair down and once again enjoy the annual Festival of Adult Learning Ahurei Ākonga. The festival is an opportunity to celebrate the achievements of learners all over Aotearoa and promote the benefits of lifelong learning.

Tararua Region had much to celebrate this year with the local REAP turning 40 and the launch of a custom-made mobile learning cabin which will take learning to learners wherever they are. On the Monday of festival week Claire Chapman and her REAP team brought local learning providers together at

The Hub, in Dannevirke from 11am to 7pm and the community got to experience a hands-on learning expo, kapa haka, food and entertainment. The birthday celebration and launch took place late afternoon and were enjoyed by a huge crowd including Mayor Tracey Collis and MP Kieran McNulty. An exhibition of weaving, pounamu, bone carving, Oamaru stone and whakapapa quilts by local learners and tutors was also on display in the main street of Dannevirke all week.

Later in the week Hagley College in Christchurch hosted a Fish and Chip event for local learning providers with Anton Matthews te reo champion and owner of Fush café while Far North REAP held a night market with stalls, games, food and interactive learning.

On Great Barrier Island the locals were treated to a presentation by the Prime Minister's Chief Science Adviser, Juliet Gerrard and all week Gonville Library in Whanganui ran workshops on topics such as accessing digital services and how to be scam savvy. Literacy Aotearoa Clusters focused on open days and community outreach.

The ACE Aotearoa team was out and about enjoying events. Some have been captured on video for the ACE Aotearoa Facebook page. A new, easy-to-navigate event map was added to the festival website and posters, awards certificates and digital badges refreshed.

Congratulations to all our learners who have received awards during our festival week. Your stories continue to inspire us!



From left to right, Diana Law, Te Pūkenga, Heather Clark, Ara Institute of Canterbury, Analiene Robertson, ACE Aotearoa and Jennifer Leahy, Ako Aotearoa.



Far North REAP market day.



Tararua REAP Board Chair Wendy Lansdown prepares to launch the mobile learning cabin.

# Ko te ngako te kōrero: Māori understandings of literacy and numeracy

By Jane Furness, Bridgette Masters-Awatere, Gemma Piercy-Cameron, Bill Cochrane, Mohi Rua, Te Whare Wānanga o Waikato, University of Waikato

## Introduction

This article introduces an adult literacy and numeracy study being undertaken by researchers in the Māori and Psychology Research Unit (MPRU) at Te Whare Wānanga o Waikato (University of Waikato). Our project, focuses on Māori experiences of learning and is part of a larger research programme led by the New Zealand Work Research Institute (NZWRI) at Auckland University of Technology (AUT). Entitled The expression, experience and transcendence of low skill in Aotearoa New Zealand, the programme is a collaboration between AUT, the University of Waikato, Portland State University and the OECD. Funded by the Ministry of Business, Innovation and Employment (MBIE) Endeavour Grant, this five-year programme began in 2019 and is now nearing the end of its third year.

## Brief overview of the larger research programme

The overarching goal of the programme is to provide evidence-based, actionable policy recommendations to improve life-course trajectories and socio-economic outcomes of adults living with low levels of literacy and/or numeracy and to lift Māori and Pacific incomes and skills (NZWRI, n.d.). The programme aims to shape the ways in which literacy and numeracy issues in Aotearoa New Zealand (Aotearoa) are addressed, with a focus on effective intervention.

Programme aims include:

- Building a detailed population-wide picture of those with low literacy and numeracy skills;
- Analysing their life-course pathways and effectiveness of interventions with respect to a range of economic and social outcomes;
- Forecasting future changes in population skill level;
- Developing an understanding of the barriers and enablers that build resilience to risk, along with pathways to transcend low skills (NZWRI, n.d.).

Overall, the programme emphasises the importance of ensuring that the voices of people disproportionately represented among those living with low skills are at the foreground of our research. To do this, a mixed method approach enables the team to provide a big-picture view of how literacy and numeracy experiences impact on people's lives in Aotearoa. Initially an examination of the 2016 New Zealand Programme for the International Assessment of Adult Competencies (PIAAC) survey data was undertaken. This led on to an exploration of possible links between the survey participant's data and the large administrative data set known as the Integrated Data Infrastructure (IDI). Contained within the IDI are health, education, justice, income, housing and employment information of New Zealand citizens. An empirical portrait of the PIAAC respondents was

produced as a first step in understanding the characteristics of the New Zealand population living with low literacy and/or numeracy (Erwin et al, 2021).

## A Waikato based qualitative study

The MPRU team are contributing to the larger research programme through collaborations with two agencies that are located in the Waikato. Our project uses case study and qualitative methods to engage narrative information primarily with Māori. Similarly, Maulupeivoa Dr Betty Ofe-Grant is taking a qualitative approach to her project that engages with Pacific communities. Both projects intend to present narrative information of how skill acquisition interplays with everyday family, community life and wider societal participation amongst these Indigenous groups.

Led by senior Māori researchers, our work has utilised a Kaupapa Māori approach to this study (Smith, 2015). The MPRU researchers working directly with the agencies had pre-established connections with them and further strengthened these relationships through co-designing the research questions and procedures. Staff from both agencies recruited participants as they were best placed to do so in a way that ensured participants did not feel under threat or coerced by research. Agency staff were trained as interviewers to ensure a 'by Māori, with Māori, for Māori' approach. Approximately twenty adults accessing services at each agency are being interviewed. The interviews are almost complete, participants have checked their transcripts, and thematic analysis (Braun & Clarke, 2006) has commenced.

We are hearing from people about the strategies, supports and barriers they face while navigating everyday life. Participants have generously shared their narratives with us, providing rich description of their learning journeys, the pathways they have taken towards living their lives as they wish to live them and what has helped and what has hindered them along the way. They are describing different types of literacy they engage with in their day-to-day lives and their future aspirations. This is the first time that in-depth narratives of people's literacy and numeracy experiences and big quantitative data sets have been brought together in adult literacy and numeracy research in Aotearoa and is of both local and international interest.

The case studies provide an opportunity to bring to life the quantitative part of the project, to illuminate how, locally and in their everyday lives, adults and whānau navigate the challenges that literacy and numeracy interactions can present, and what this means for living lives they choose. Our next step is to work with our partners in the overall research programme to illuminate the 'reality' of people's lives that can otherwise be lost amongst the big numerical pictures. Our wider literature searches demonstrate that literacy for Māori is a set of multi-literacies that moves beyond the limitations of

text, capturing traditional forms of knowledge and knowing. More importantly, literacy for Māori first and foremost must be conceptualised as bi-literacy. Initial findings from the stories we have collected highlight what is already well-known to the sector, that adults are skilled in multiple ways beyond what literacy and numeracy measures focus on and that adults will engage with passion and enthusiasm when learning is relevant to their wider lives.

We in the MPRU team are either community psychologists or social policy researchers. Three of us are Māori and two of us have been involved in adult literacy field for over 20 years. We are involved in this study because of our commitment to enhancing a broader understanding of literacy and numeracy that can help prevent other social problems and health issues. We know that social, political and environmental systems have not, but need to, support literacies that are essential to participation in the lives people value. We know too, that literacy and numeracy issues are a consequence of oppression including colonisation and racism and are therefore a social justice issue. We understand that literacy and numeracy is a social and cultural practice and not merely about skills (Barton & Hamilton, 2000); that there are many literacies based not just on alphabetic script, but also on graphics, sound, geography and spatial relationships for example (Cope & Kalantzis, 2000; Māori Adult Literacy Working Party, 2001); and that the value of literacy lies in its uses and meaning in people's lives, not least of which is its contribution to individual, whānau and community wellbeing (Furness, 2017).

### Work available thus far

To date a number of papers exploring aspects of the research programme are published on the programme website <https://workresearch.aut.ac.nz/research/low-literacy-and-numeracy-research>. It is important to note that these are working papers and as such they reflect the research team's developing understanding which will necessarily expand and evolve as the research progresses, enabling us to be confident in the recommendations we ultimately propose. Examples of working papers providing some background to our project are highlighted below.

As per programme aim 1, and noted above, a comprehensive empirical portrait of our population who live with low literacy and numeracy is presented in Erwin et al. (2020). Built on discussions with key stakeholders, Furness et al. (2021) describes our literacy and numeracy intervention landscape and highlights its known complexity. Taking an ecological approach and with a focus on learner strengths, a learner-centred theoretical framework is presented; a second stage of developing a more culturally responsive model is underway following advice from Māori and Pacific scholars. Continuing with a strengths-based approach, Cochrane et al. (2022) reveal the complex relationships between Indigeneity, gender, socio-economic status and adult skills. Significantly, they also redefine groups classified as having "low skill" within PIACC to instead be considered to have "high potential", emphasising learner agency. Finally, we note the work of our MPRU masters' student who writes about Treasury's Living Standards Framework and considers its relevance in the context of adult literacy and numeracy and the wellbeing of all New Zealanders (Hockings, 2022).

### Looking forward to 2024

We have an exciting two years ahead where we will continue to thematically analyse the qualitative data we have collected in order to make sense of the narratives provided by our Indigenous participants. Thus, we hope to ultimately assist in building evidence-based justification to inform policy makers of the importance of listening, and responding to, the voices of those who are most affected by low literacy and numeracy in Aotearoa.

A referenced version of this article can be found at <https://bit.ly/3Dy4mJ0>



*Tai Samaeli with Dipa Ganguli of Sutton College, London.*

## International: A Snapshot of Adult Education England

**By Tai Samaeli, ACE Sector Capability  
Manager, ACE Aotearoa**

In the times we live in it is not only a pleasure but a real privilege to be able to travel overseas. This year I was selected as a Tour Leader to accompany a group of 44 young people from the SGCNZ Young Shakespeare Company for a two and a half week education course based at the Globe Theatre in London.

Knowing I was going to be overseas on this trip, I extended my stay by a few days so I could take the opportunity to meet with our ACE counterparts in London and Birmingham. I appreciate the support of Sir Alan Tuckett, former Director of NIACE and Robbie Guevara, ICAE President in helping me identify who to connect with. The chance to find out how things were done in England was an opportunity too good for me to miss.

I was able to visit the following four organisations:

## City Lit – London

City Lit celebrated its 100th anniversary in 2019 and in pre-Covid times was welcoming more than 30,000 people to its courses each year. It provides online and onsite courses that are self-funding or are subsidised by the local authority. It runs courses during the day and in the evenings. The day courses attract local residents who are no longer in employment (for example the retired) and the evening courses attract those who are on their way home (commuting to the greater London area).

City Lit offers an array of courses across a massive range of subject areas including art and design, music, dance, history, writing, computing, massage, languages and much more. Since 2020 most of its courses are available online. The change to people working from home has affected the number of people attending the classroom-based courses.

## Sutton College – London

This year Sutton College celebrates its 50th anniversary of providing adult education in the London Borough of Sutton. They work closely with the Council and many community partners to serve a variety of needs and meet localised priorities including tackling social isolation and encouraging digital inclusion. It is one of the few Adult and Community Learning services in the country with its own purpose-built centre.

Sutton College offers around 1000 courses each year which are both subsidised by the Greater London Authority and Education Skills Funding Agency or are fees based. They offer a variety of courses including art and crafts, beauty, business and accounts, computing, woodwork, ESOL English language, fashion, dance, photography and much more. A lot of the provision is practical and requires the learners to attend onsite.

## Fircroft College – Birmingham

Fircroft was established more than 110 years ago and is a residential college based on the Danish Folk High School model. They have a sustainability strategy and are focused on raising awareness of environmental issues and making the college more sustainable. Funding is provided by the West Midlands Combined Authority so the college can focus on the local West Midlands population. A lot of their

courses are fully funded, and they have a maximum fee of £150 for any residential course.

Fircroft College offers courses in free thinking, personal and social development, subject tasters, sustainable thinking and action, access to skills for study and career, access to higher education diplomas and more. With a building that is surrounded by nearly 2.5 hectares of landscaped grounds, there is a move to a more sustainable and environmentally-connected education programme.

## Morley College – London

Morley College has more than 130 years of adult education provision. It has three education centres in London – Waterloo, North Kensington, and Chelsea. Morley College works in close collaboration with partner educational institutions, employers, local authorities, and voluntary and community organisations.

The college offers courses in all forms of dance and music, ceramics, sculpture and jewelry, printmaking, bookbinding, calligraphy, digital media, photography and much more. The Waterloo Centre has its own Radio Station and gallery for displaying student work. The college advocates lifelong learning as a vital contributor to personal and economic well-being.

Each of these adult education providers is unique in their approach but each shares the same goals of providing adult education to their communities. England has had a long tradition of recognising the wider benefits of adult learning.

The Morley College Strategic Plan 2021–25 explains the current environment that providers are working in, "... a time of change, challenge and opportunity, with both expected and unexpected impacts of the worldwide coronavirus pandemic, Brexit and technological change continuing to have profound effect on people's lives and wider society."

These challenges have stretched the funding for Adult Education but like our ACE sector providers remain determined to continue to serve the people who are most at need. There is a feeling that one of Covid's positive consequences is in highlighting the importance of lifelong learning and social wellbeing.

Each organisation acknowledged that Covid has affected their services. While each responded to the challenge by moving

courses online, they also noted that for the people they serve face-to-face remains the most effective method of delivery. The ability, and preference, for people to work from home has also reduced registrations.

While I was there it did feel like England is ahead of Aotearoa on its Covid-response journey. Learners are still divided in their attitudes towards face-to-face learning, but people are starting to embrace the way things are and course registration numbers are building again.

It is a good lesson that continuing to be tenacious and never giving up on our mission will go a long way to longevity. Partnerships are very important. These help Adult Education providers to advocate for learners and develop messages that help ACE remain in the forefront of the minds of policy makers and funders.

I believe we are so fortunate in Aotearoa to have a bi-cultural focus to our education. Being able to draw on both cultures helps us continue our authentic path. There were many times when I was speaking to my hosts, and I used te reo. Some of the concepts are so easy in my mind in te reo, for example tūrangawaewae, but explaining them in English seemed to take so many more words. I think embracing the best of all cultures and understanding the intent and meaning behind values and histories makes ako richer. I encourage providers in Aotearoa to embrace our uniqueness.

I was able to compare notes on other topics such as Teaching Standards and educator training, the British Values, Quality Assurance measures, sustainability and what the government priorities were in England. From these discussions I returned feeling re-energised and focused.

I really appreciate being able to visit each of the people at these providers. I was in a different place but hearing the same stories. A lack of funding and a lack of understanding of the benefits of adult education remain but each centre continues to promote and champion for the adult learners that are the most vulnerable.

It demonstrated that Adult Learning is a global movement and no matter where we are there are passionate people making every effort to make communities and people's lives better through education. I wish City Lit, Sutton College, Fircroft College and Morley College the very best success and I look forward to staying in touch to share our knowledge.



Mick Grimley

# The rise of new credentials: Micro-credentials

By Professor Mick Grimley, Dean of Future Learning and Development,  
University of Canterbury

Never before has the landscape of education changed so drastically, disrupted by the advent of new technologies and accelerated by Covid19. Individuals looking to learn a new skill or acquire new knowledge are now faced with a myriad of options. YouTube videos are littered with 'How to' videos, free Massively Open Online Courses (MOOC) are in abundance, numerous industries offer a variety of courses and almost all universities deliver courses online, including some of the most prestigious institutions such as Harvard and Cambridge. The choice of course provider is huge, and the types of course incredibly varied.

Numerous reports have commented on the 'skills emergency' that we are currently facing globally. The pace of change for essential skills, that most industries now require, is huge. The best way to describe these shifting skill requirements is through statistics released by the World Economic Forum. They state that "by 2025, 40% of workers will require reskilling of six months or less and 94% of workers will need to develop new skills on the job; and by 2025 there could be up to 97 million new and emerging jobs, many of which do not yet exist."

The changing nature of work and the need for new skills is complemented by rapidly accelerating knowledge. Such dramatic changes for employers have added to the rhetoric that the value of generic university degrees is falling. University graduates are perceived by employers as being less employable and often lacking the requisite skills and knowledge required for the industries that they are entering. Modern employers are asking for better skills and more 'soft skills' education. Consequently, short courses such as micro-credentials are seen as potential vehicles for bridging these skills and knowledge gaps.

Typically, working adults require flexibility to fit study into their working life alongside other family commitments and studying through smaller bite sized units is essential. Global education has been shifting for some time towards smaller bite sized chunks of learning, typically online learning, characterised by the rise of MOOCs (Massively Open Online Courses) offered by global online MOOC platforms such as edX, Coursera, FutureLearn and Udacity, to name a few. Micro-credentials are often conflated with MOOCs, but MOOCs span a much wider selection of course types and can be short online courses covering any topic. However, micro-credentials are more vocationally oriented courses aimed at supporting the learner to upskill or reskill from an employment perspective, and not always delivered online.

New Zealand moved early to embed micro-credentials into the New Zealand qualifications Framework (NZQF) and to provide a

process for designing and developing micro-credentials that can be delivered by all New Zealand Tertiary Education Organisations (TEO). The New Zealand Qualifications Agency defines a micro-credential as "[An] achievement of a coherent set of skills and knowledge; and is specified by a statement of purpose, learning outcomes, and strong evidence of need by industry, employers, iwi and/or the community."

In New Zealand, an official micro-credential is between five and 40 credits in size or between 50 hrs and 400 hrs, when translated into learning hours. They tend to focus on skills and new knowledge that has not typically been taught in longer university programmes. They are designed to fill the gaps that employers have been asking about for some time. Although micro-credentials can only be offered by a New Zealand TEO, industry and other organisations can legitimately partner with a registered TEO to design, develop and deliver a micro-credential. This allows employers and other organisations to co-design micro-credentials for their own context rather than relying on existing offerings by Tertiary providers, which is often missing in traditional courses and programmes.

Many micro-credentials are delivered as fully online courses. The reason for this is that the lifestyle of individuals wishing to take these courses is usually one requiring flexibility – working adults, unable to attend a physical space to learn, time poor and generally without capacity to learn within regular hours.

More and more short courses labelled micro-credentials are emerging globally, particularly in the online space. Although New Zealand moved early to embed the concept of a micro-credential into the official qualifications framework not all other countries have done this, and those that have are likely to have taken quite a different approach to that of NZ. If you search for micro-credentials on the internet, you will discover that there are many, and they vary considerably. Many entrepreneurial individuals and numerous industries have also moved into this space, unwilling or unable to wait for skills development to be spawned by traditional tertiary providers. What this does mean is that micro-credentials can be of variable quality. Globally, micro-credentials do not have agreed standards, and for the discerning learner it is wise to choose a micro-credential from a reputable provider, especially if required as a credential and path in or to employment.

Finally, it is germane to point out that, in New Zealand, micro-credential offerings from trusted institutions such as universities are only just gaining traction, but they are coming, and employers are hanging out for them. If ever the world needed professional development in the form of trusted credentials, it is now.

## ACE Sector Steering Group update

The ACE Sector Steering Group (ASSG) is a representative collective that provides a voice for the sector. Its members include national ACE organisations, Canterbury WEA, English Language Partners, Literacy Aotearoa, REAP Aotearoa, Te Ataarangi Trust, the Tertiary Education Commission, and the Ministry of Education.

The primary purpose of the ACE Sector Steering Group is to provide sector leadership through advice to government, and when sought, to provide input, insight and feedback on the outcomes of sector capability building and sector coordination.

The ACE Sector Leadership outcomes are:

- The contribution and impact of ACE provision to the broader tertiary education sector is better recognised and understood.
- The impact of ACE provision is appropriately measured, communicated and leveraged across the tertiary education sector.

The Chair of the ASSG is Bronwyn Yates.

At the August meeting, the ASSG provided feedback to the Ministry of Education on a range of proposed funding variations and new funding determinations issued under section 419 of the Education and Training Act 2020 (the Act).

Section 423 of the Act requires the Minister of Education to consult with any organisation that may be affected by proposed variations to funding determinations issued under section 419 of the Act. The Minister is considering feedback from affected providers before deciding whether to proceed with the proposed variations. Any variation would come into effect on 1 January 2023.

The proposed changes to ACE are: updated funding rate; the use of National Student Numbers (NSN) which will be optional for 2023 and mandatory in 2024; and some minor editorial amendments that do not affect change to policy.

In their submission the ASSG has suggested that community providers, PTEs and REAPS should be exempt from the use of NSN because of the cost involved. The reference group welcomes further discussion at a broader level, about a more fit for purpose funding model for ACE.

The ASSG and the ACE Aotearoa Board have commissioned services of ImpactLab to provide research on the ACE return on investment by measuring the ACE interventions for learners, its true cost, and the difference being made. This will include contribution to broader outcomes outside of education, and lateral benefits to a learner's familial and community reach. It is intended that this research will provide evidenced information that can be used by ACE providers and Government to inform decisions for an improved investment model for the sector. The research methodology will map what the ACE sector does, document the theory of change, analyse existing quantitative data and literature, and use an algorithm that draws on both system level insights and grass roots knowledge to map the social value. This work is due to start end of September.

## ACE Aotearoa Board Update

The ACE Aotearoa Board held their Annual General Meeting, 14 June, online. The meeting acknowledged the service of outgoing members, Peter Jackson who has held the Treasurer position and kaumatua role, and Te Ataahia Hurihanganui who has contributed in the sector capability space facilitating te reo me ona tikanga workshops. Both have served terms since June 2019.

The board has two new members – Charlotte (Lottie) Vinson and Deleraine Puhara.

At the AGM Lottie was nominated by her organisation, Canterbury WEA (Worker's Educational Association) filling a Tangata Tiriti vacancy. Deleraine, from the Māori ACE network in Ngāmotu, Taranaki, fills the Tangata Whenua casual vacancy.

The Board has contributed a submission to the Ministry of Education funding consultation and is now actively preparing for the Incorporated Society Act changes that come into effect in 2023.

The Incorporated Societies Act 2022 (the ISA 2022) replaces the Incorporated Societies Act 1908 (the 1908 Act) as the legislation that governs how incorporated societies operate and carry on their activities.

Members will have the opportunity to attend an online workshop with our legal counsel, to better understand the changes and get advice on how to prepare for the new Act.

## Our people

### Appointment of Chief Executive, English Language Partners New Zealand

Rachel O'Connor has been appointed as Chief Executive of English Language Partners NZ.

With a Masters of Migration Studies and over 15 years' experience in the refugee and migrant sector, Rachel is a passionate humanitarian, supporter and advocate for welcoming and integrating people new to New Zealand. She was previously lead advisor to the Race Relations Commissioner at the Human Rights Commission, where she has been deepening her knowledge of the "machinery of government".

Earlier Rachel was General Manager of Migration at New Zealand Red Cross, overseeing the community settlement programme for quota refugees as well as employment and mental health services for former refugees, asylum seekers and other humanitarian entrants.



Rachel O'Connor